

AL-111304
C-2

June 2001



English 33
Part A: Written Response
Grade 12 Diploma Examination

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June 2001

English 33

Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

Value 25% of total examination mark

- **Section II:**
Functional Writing

Value 15% of total examination mark

- **Section III:**
Response to Visual Communication

Value 10% of total examination mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

Instructions

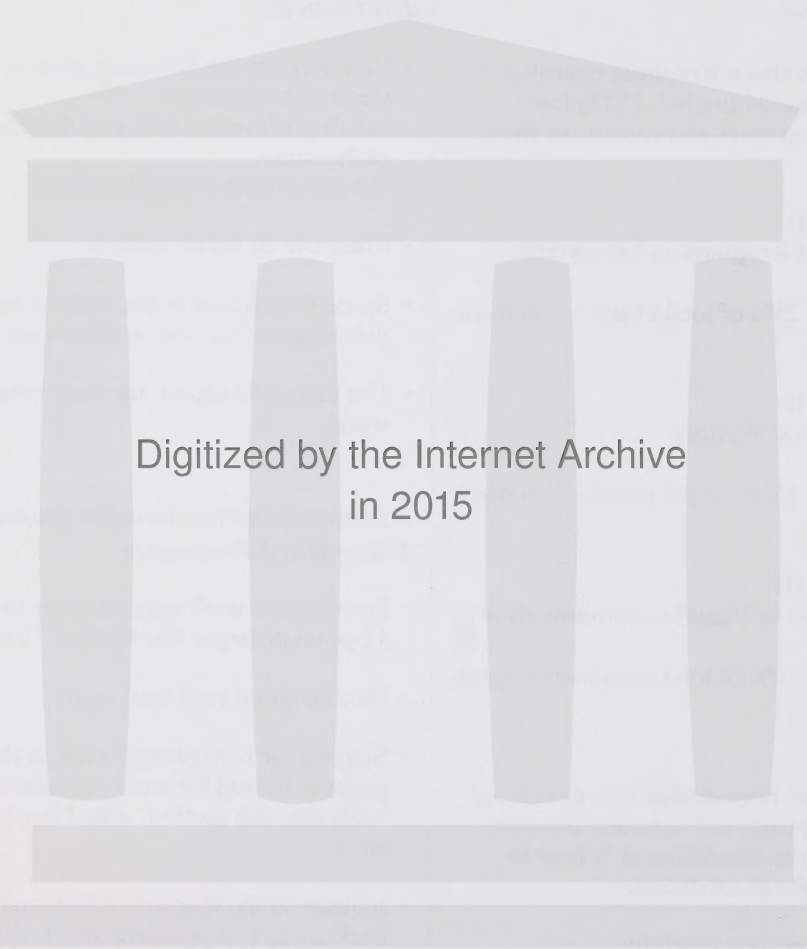
- You may use the following print or electronic references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.



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SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the following excerpt and complete the assignment.

This excerpt is based on the narrator's interview with Jack Perry, a man who teaches Driver Training at a high school.

from IT WAS ON FIRE WHEN I LAY DOWN ON IT

(It seems fair and useful to say that the conversation that follows is a reconstruction in my mind of what went on between us. What I am sharing is the spirit of the interchange. A taciturn¹ man, Jack actually said much less than I am reporting, because he would begin a thought and then wave his hand and say, "You know the rest of that." I showed him this text and he said it was prettier than he actually talked, but he wouldn't disagree with it. . . . Part of why the kids like him is that he listens a whole lot more than he talks.)

- So you're the man who teaches Driver Training?
 - Well, that's my job title, yes.
 - I'd like to know what you really DO. The students say you are one of the really fine people around school—a "truly maximum dude," to quote one.
 - You really want to know?
 - I really want to know.
 - Guess this sounds presumptuous, but I think of myself as a shaman²—I help young men and women move through a rite of passage—and my job is getting them to think about this time in their lives.
- Most of them are almost sixteen. They know a lot more about life and sex and alcohol and drugs and money than their parents or teachers give them credit for. And they are physically pretty much what they are going to be.
- But we don't have any cultural rituals to acknowledge they're growing up. There's no ceremony, changing of clothes, or roles or public statement that says, This isn't a kid anymore—this is a young adult.
- The only thing we do is give them a driver's license. Having a car means you move out of the backseat into the driver's seat. You aren't a passenger anymore. You're in charge. You can go where you want to go. You have power now. So that's what we talk about.
- The power.
- But what about actually learning to operate a vehicle?
 - Oh, that comes easily enough—some driving time with suggestions—

Continued

¹taciturn—not talkative

²shaman—one who acts as a mediator between the visible world and the spiritual world

reading the manual—and they *want* it all enough to work on their own. But I don't talk much about that—they have to pass a test, and it usually takes care of itself.

—So what do you talk about when you're out driving?

—About their new power—opportunity—responsibility. About dreams and hopes and fears—about “someday” and “what if.” I listen a lot, mostly. I'm not a parent or a schoolteacher or a neighbor or a shrink, and they hardly ever see me except when it's just the two of us out in a car cruising around. I'm safe to talk to. They tell me about love and money and plans, and they ask me what it was like when I was their age.

—Will you take me out for a ride? My driving could be improved.

And so we went. And so it was. My driving was improved—along with my sense of place and purpose.

This experience with the Driving Master emphasizes the profound truth of an old story. . . .

The story says that a traveler from Italy came to the French town of Chartres to see the great church³ that was being built there. Arriving at the end of the day, he went to the site just as the workmen were leaving for home. He asked one man, covered with dust, what he did there. The man replied that he was a stonemason. He spent his days carving rocks. Another man, when asked, said he was a glassblower who spent his days making slabs of colored glass. Still another workman replied that he was a blacksmith who pounded iron for a living.

Wandering into the deepening gloom of the unfinished edifice,⁴ the traveler came upon an older woman, armed with a broom, sweeping up the stone chips and wood shavings and glass shards from the day's work. “What are you doing?” he asked.

The woman paused, leaning on her broom, and looking up toward the high arches, replied, “Me? I'm building a cathedral for the Glory of Almighty God.”

I've often thought about the people of Chartres. They began something they knew they would never see completed. They built for something larger than themselves. They had magnificent vision.

For Jack Perry, it is the same. He will never see his students grow up. Few teachers do. But from where he is and with what he has, he serves a vision of how the world ought to be.

That old woman of Chartres was a spiritual ancestor of the man who teaches driver training, who is building a cathedral to the human enterprise in his own quiet way. From him the kids learn both to drive a car and drive a life—with care.

Robert Fulghum

³the great church—the cathedral in Chartres; a 13th-century masterpiece of Gothic architecture that took many generations to complete

⁴edifice—an imposing structure

THE ASSIGNMENT

For the writer of this excerpt, Jack Perry and the old woman of Chartres are examples of people who make meaningful contributions through their ordinary tasks.

What is your opinion of the idea that we can make important contributions through even the most ordinary of tasks?

In your writing, BE SURE TO

- consider the details in this excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Planning

There is additional space for planning on pages 4, 6, 8, and 10.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 6, 8, and 10.

If you are using a word processor, staple your Section I finished work here.
You may make corrections directly on your printed page(s).

Section I: Personal Response to Literature

Written Work

There is additional space for written work on pages 7, 9, and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 8 and 10.

Section I: Personal Response to Literature

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for written work on pages 9 and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on page 10.

Section I: Personal Response to Literature

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for written work on page 11.

Section I: Personal Response to Literature

Planning

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

The Nalwen Town Council is considering a proposal from the Nalwen Recreation Board to change the name of the recently renovated Max Carlson Arena. The Recreation Board wants the arena to be renamed after Casey Spidett, an NHL hockey player who was born in Nalwen (see page 14).

The Nalwen High School Students' Council is concerned about the proposal. The student paper recently published an article on Max Carlson, one of the founders of the town of Nalwen (see page 14). The Students' Council has conducted a school survey on the name change and interviewed several Nalwen townspeople (see page 15).

You are Pat Jones, the Grade 12 representative of the Nalwen High School Students' Council. You have been chosen to write the speech that will be presented to the Nalwen Town Council, to persuade the town councillors to reject the proposed name change for the arena.

THE ASSIGNMENT

Write the speech that will persuade the Nalwen Town Council to reject the proposal to rename the arena.

In preparing your speech, BE SURE TO

- consider your purpose and audience
- study the information on pages 13, 14, and 15 and use it to write a persuasive speech
- use an appropriate tone

Remember that this is a speech, not a letter. Do not sign your speech.

Continued

The Nalwen News

December 1, 2000

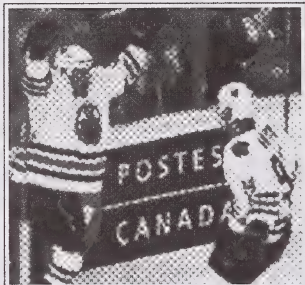
Local boy scores big time

Casey Spidett always dreamed of playing in the NHL. But as any aspiring player can attest, it's a long way from the backyard rink to the roaring crowds of the stadiums. Only a chosen few make it all the way.

Spidett is one of those fortunate few. Nalwen has a special reason to be proud of Spidett's accomplishments, for he was born right here. He attended Nalwen School and played minor hockey for several years at the Max Carlson Arena. When he was 14, his family moved to Edmonton so he could play in a more competitive league.

Spidett played junior hockey for three years before being selected as a second-round draft pick by the Edmonton Oilers last June. He played his first game in an Oilers uniform at Skyreach last night, and he recorded one assist.

Although Spidett could not be reached by the Nalwen News for comment, there is no doubt that he fondly remembers the years he spent here. There is a lengthy tradition associated with prairie towns and hockey players: Viking has the Sutters, St. Albert has Mark Messier, and now Nalwen has Casey Spidett.



Casey Spidett celebrates a goal last night.

Nalwen Student Voice

January 5, 2001

Profile of a pioneer

Max Carlson emigrated from Norway to Canada in 1909 and homesteaded three miles north of the present-day town of Nalwen. Carlson initiated the proceedings for the incorporation of the town in 1910, and he became Nalwen's first mayor. After the extension of the Canadian Pacific Railway, the population of the new town began to grow rapidly. A steady stream of immigrant families began to arrive.

Because Carlson believed that providing for the education of Nalwen's children should be the town's first priority, he persuaded the new town council to hire a teacher. He and several other homesteaders pooled their resources and donated lumber for the building of Nalwen's first school. The "Little Red School" welcomed its first

group of students in 1911.

Carlson also built the town's first skating rink by hauling water bucket by bucket from the town well to flood a section of what is now Nalwen Park. He believed that children were the foundation of the future and was convinced that the young town should provide opportunities for them.

Carlson coached hockey for 20 years on the open rink. In later years, he led the drive for the construction of the local library and theatre. He devoted his life to ensure a future full of opportunities for the town he helped build. When the new arena was built in 1955, the town council named it after Max Carlson, in honour of one of Nalwen's most dedicated founders.

Continued

SECTION II: Functional Writing

Do you support the Nalwen Recreation Board proposal to change the name of the Max Carlson Arena to the Casey Spidett Arena?

Poll results:

Yes 28%

No 72%

Sample of Nalwen High School student comments

- *"I don't like the idea of ignoring the history of our town in order to honour a hockey player who left town and has never returned."*
- *"I think it's a great idea. Casey Spidett is an awesome hockey player, and he was born here. It's too cool!"*
- *"Maybe Town Council should name the grocery store after Michael J. Fox. He bought a pop there once when he was filming a movie."*

Your Point of View



**Peter MacMillan,
hockey coach**

I have reservations about renaming the Max Carlson Arena to honour Casey Spidett. He may have been born in Nalwen, but his family moved away to greener pastures. Two years ago, we tried to persuade him to make a guest appearance at the summer hockey camp, but he was too busy to come.



**Nick Gordon,
local businessman**

Very few people even remember who Max Carlson was. He may have been the first mayor of Nalwen, but that was a long time ago. Casey Spidett was born here and has made a name for himself in a very competitive sport. We should recognize his achievements with pride and thank him for putting Nalwen on the map.



**Sandra Clark,
doctor**

I had never even heard of Casey Spidett until I read the article in the paper. Max Carlson dedicated his entire life to this community, and that's what we should be talking about. I'm afraid this is just another case of celebrity mania. Just because someone is famous doesn't mean he's worthy of our respect.



**Rahna D'Abreo,
Nalwen student**

I think that Town Council has a tough decision to make, because arenas are for hockey and it makes sense to name one after a hockey player. But the Winspear Centre in Edmonton was named after the man who spent years raising support to build the concert hall. He wasn't a famous musician, just like Max Carlson wasn't a famous hockey player.

Section II: Functional Writing

Planning

There is additional space for planning on pages 18 and 20.

If you are using a word processor, staple your Section II finished work here.
You may make corrections directly on your printed page(s).

Section II: Functional Writing

Written Work

Members of Nalwen Town Council:

[illegible]

There is additional space for written work on pages 19 and 21.

Section II: Functional Writing

Planning

There is additional space for planning on page 20.

Section II: Functional Writing

Written Work

There is additional space for written work on page 21.

Section II: Functional Writing

Planning

Section II: Functional Writing

Written Work

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SECTION III: RESPONSE TO VISUAL COMMUNICATION



SECTION III: RESPONSE TO VISUAL COMMUNICATION
(Suggested time: 30 minutes)

Examine the photograph on page 22. Consider how the composition of the photograph communicates a main idea.

THE ASSIGNMENT

What idea does the photograph communicate to you?
Support your response by referring to specific details from the photograph.

INITIAL PLANNING

There is additional space for planning on pages 24 and 26.

Section III: Response to Visual Communication

Planning

There is additional space for planning on page 26.

*If you are using a word processor, staple your Section III finished work here.
You may make corrections directly on your printed page(s).*

Section III: Response to Visual Communication

Written Work

There is additional space for written work on page 27.

Section III: Response to Visual Communication

Planning

Section III: Response to Visual Communication

Written Work

Credits

Robert Fulghum. From *It Was on Fire When I Lay Down on It* (Villard Books, 1989).
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English 33: Part A

English 33: Part A

June 2001

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English 33: Part A